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HOME ENVIRONMENT SERIES

OUR DAY

OUR WAY

OUR FAMILY

OUR HOME AND SCHOOL

OUR NEIGHBORHOOD

OUR COMMUNITY





our neighborhood

Richard W. Burkhardt
Ann G. Mc Guinness

illustrated by **CLARE McKINLEY**
CONNIE BORJA and **MARY MILLER**

Beckley-Cardy Company
Chicago

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Bill Goes with Joe

“Come here, Bill,” called Joe.

Joe had his papers with him.

“Oh, good!” said Bill. “I will hurry.
I want to go with you.”

“Then come fast,” said Joe.

“Some day I will be big like you,” said Bill.
“I will carry papers to the neighbors, too.”





"I stay on this side of the street," said Joe.

"Where do we go first?" asked Bill.

"This little house," said Joe, as he took a paper.

Next they went into a store. Mr. Ball was getting food for a lady.

"Hello, Mr. Ball," said Joe. "This is my brother Bill."

"Hello, Bill!" said Mr. Ball. "Your brother is a good worker. Thank you for the paper."

"Bill will soon carry papers too," said Joe.

Joe walked fast, but Bill walked fast, too. Joe took papers to many houses. He went to big houses and little houses.

Sometimes they saw the people.

A lady said, "Hello, Joe!"

"Hello, Mrs. Day," said Joe. "Here is your paper."

"Thank you, Joe," she said. "You are a good helper. I have some good books. You must come in soon and see them."

"She is a kind lady," said Bill.

Joe said, "She helps us get good books."





At the corner they turned. They went up North Street. Soon Bill stopped to look in a store window.

"I see something I want," he said. "I will save my money."

"Hurry, Bill!" called Joe.

But Bill saw a man putting bread in a truck. That made Bill hungry. He stopped again to watch the man.

"Hurry, Bill!" Joe called again. "We will be late for supper."

Then Bill ran after Joe.



But soon Bill stopped.

This time he saw a man working. The man was working hard. Bill wanted to watch him, too.

“That is good work,” said Bill.

“Hello, Bill,” called the man. “Where are you going? What are you doing?”

It was Jack’s father.

“Hello,” said Bill. “I am with my brother Joe. He works. He carries papers.”

Bill looked for Joe. Where was he? Bill did not see him. He ran fast.

Bill ran all the way down the street.
This time he did not stop.
But he did not see Joe.
“I will help you,” said a big man. “Are you looking for your brother?”
It was a policeman.
“Yes,” said Bill. “Did you see my brother?”
“Yes,” said the policeman. “Here he comes.”
“Here you are,” said Joe. “We will go home. We will eat and I will give you a surprise.”
“Thank you!” said Bill to the policeman.
“You helped me find my brother.”





“Hello, Joe. Hello, Bill,” said Mother.

“I am glad my workers are home.”

“We are glad,” said Joe. “Supper looks good.”

“Did Bill walk fast?” asked Mother.

“Yes, he walked fast,” said Joe. “He fixed papers, too. Now I have a surprise for him. Look, Bill!”

Joe put out his hand.

“Oh, good,” said Bill. “Now I can get what I saw. Thank you, Joe. When I am bigger I will carry papers. I will give you and Mother a surprise!”



Plans for a Walk

One day Bill came to school with a flashlight.

"That is nice, Bill," said Mrs. Hart.

"Where did you get it?"

"At Green's store," said Bill. "I saw it when I went with my brother to take the papers to all the neighborhood."

"Where is that store?" asked Tom.

"It would be hard to tell you," said Bill.

"You do not live in our neighborhood."

“Can we show them where you went?”
asked Mrs. Hart.

“How?” asked Bill.

“Let’s talk it over,” said Mrs. Hart.

“Bill can take Tom to the store when
school is over,” said Jack.

“But I have to go home on the bus!” said Tom.

“I know,” said Paul. “We can all go. May
we go, Mrs. Hart?”

Everyone liked what Paul said. Mrs. Hart
liked it, too.

She said, “You may ask Mr. Little if we may
go tomorrow.”





Grocery



Library



Bakery

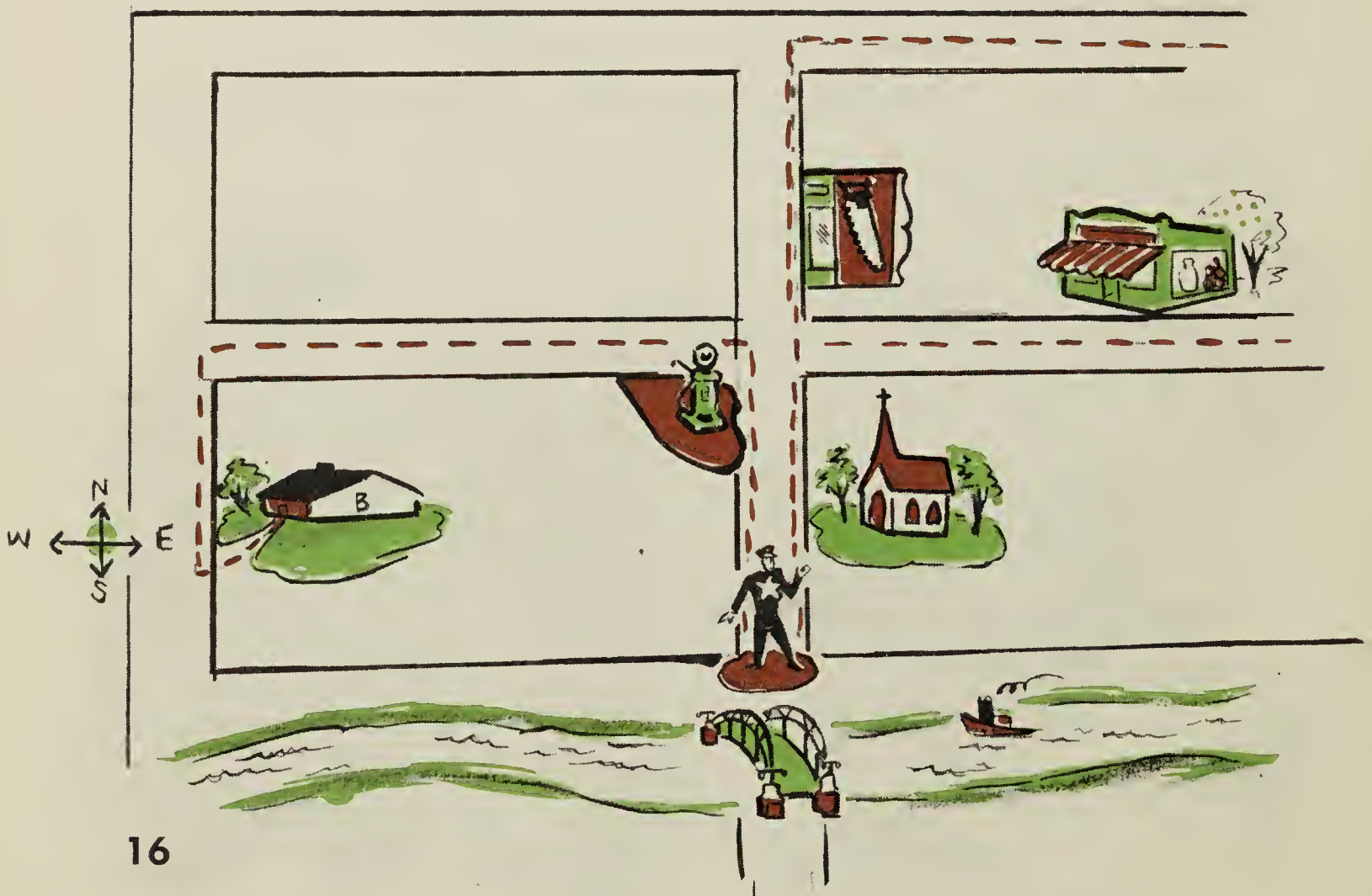


Policeman.

The next day Mrs. Hart put out a big paper for the pictures.

“We will begin a picture of part of our neighborhood,” she said. “I will help you.” I will put on the names.”

“Then I’ll show where Joe and I went with the papers,” said Bill.





Bill's house



Gas station



Hardware store



Church

Fred, Sandra, and Mary helped Mrs. Hart. Bill showed the way he and Joe went.

“We will go that way, too,” said Mrs. Hart. “Tomorrow each boy and girl may put something he sees today on our picture.”

“Let’s keep it for our mothers and fathers to see,” said Mike.





Off We Go

Soon the boys and girls started on their walk. They went the same way Bill did.

"That's where my father works," said Jean. "He makes shoes." She was looking across the river.

On and on they went. They went by Mary's church, Mr. Ball's store, the mailman, and the fire station.



Jerry called. "Look here! This is my father's bakery.

Mrs. Hart laughed. "Here is another place many of you go," she said. The children watched a man as he got his hair cut.

Mrs. Hart told the children that some day they would come back to Green's store and go inside. Today the children looked in the big window.



Soon the children went back to school.
Mr. Little ^{the principal} came in to hear about the walk.

The children told about the neighborhood
and all the people and their work.

Kate said, "Our neighbors help us."

"That is what a neighborhood is,"
said Mr. Little. "People live and work together."

"Are you and Mrs. Hart neighbors?" asked
Sue.

Mr. Little said, "We are school neighbors."

Mrs. Hart said, "We will talk more about
neighborhood workers. Let's put them on our
map."



Fireman Joe

The children wanted to know more about their neighborhood.

"We have many helpers," said Mrs. Hart. "One of our neighborhood helpers is coming to see us today."

Fireman Joe came in. The children were all glad to see him.

Tom said, "Fireman Joe puts out fires."

"That is right," said Fireman Joe, "but I do something more, too. I try to keep fires from starting. That is the best thing to do."

“Many people are hurt in fires,”
said Mrs. Hart. “Fireman Joe is going
to tell us ways that we can help stop fires
before they start.”

“Let’s write some rules that will
help us keep fires from starting,”
said Fireman Joe. “One good rule is
to keep papers tied up and in a place
where it is not too hot. Another good rule
is to watch fires started outside. The wind
may blow the fire where you do not want
it to go.”





All the children had rules to write down.

Do not play with matches.

Do not put matches where little children
can get them.

Do not keep many papers in the house.

Ask older brothers or sisters, or
Mother or Father to start all fires.

If a bad fire starts, call the firemen.

Fireman Joe said, "If you try to do
all these things you will be a help
to your firemen and your neighborhood."



All the children wanted to see Fireman Joe's truck. He took them outside.

"What a big truck!" said Jack. "It must be fun to ride in it."

Fireman Joe helped Jack into the truck.

"I want to see the truck, too," called Fred.

Fireman Joe said, "I will show the truck to all of you, but you must take turns. I will show you all the things we use on this truck."

"I wish I had a truck like this," said Bill.

“I think we should write to Fireman Joe and tell him how glad we are that he came to talk to us,” said Sandra.

“We can tell him how much we liked the fire truck,” said Mary. “We all had fun, and we learned about fires and how they start.”

The children had many things to write to Fireman Joe.

Mrs. Hart said, “He will be glad to hear from you. He is a good neighborhood helper.”





Hurry Home!

One day Mr. Little came to see the children. "I have something to tell the boys and girls, Mrs. Hart," he said. "A big storm is coming. I think the children can leave school early today. Then they can get home before the storm comes."

"A big storm!" said Fred. "What fun!"

"A big storm is fun if you are safe at home," said Mr. Little. "The best place to watch a storm is at home."

“I don’t think I like storms,” said Mary.

Jack said, “I do. I like to hear the wind.”

“Storms are like many other things,” said Mrs. Hart. “They bring good and bad things. There are some rules we can remember as we go home. One is, do not stop to play.”

Tom said, “Watch out for falling trees.”

“We can help Mother with little children,” said Sandra.

“Yes,” said Mrs. Hart. “Do all you can to keep safe. Now hurry home!”



When they got to the street the children started for home in a hurry. The wind was blowing hard. Down the street the policeman waited to help the children.

“Hurry home,” he said, as he stopped the cars for them. “The storm is coming fast.”

At his store Mr. Ball was getting ready for the storm. “Hurry home!” he called.





Bill said, "We have many good neighbors. They must all work hard when a storm comes. They help us keep safe."

The children went faster and faster.
The wind blew hard.

"See all the people," said Mary.
"They are getting ready for the storm."

"Hurry, hurry!" called Sandra. "We must get home, too. I must help Mother."



“Hello, Mother,” called Sandra. “Mr. Little sent us home early because a storm is coming.”

“Good,” said Mrs. Trent. “You can help me. You can see if all the windows are closed.”

Sandra ran to close the windows. In her house Mary was doing the same thing. They were just in time for the rain was starting to come down.

The Storm

The wind blew hard. The rain came down.

“Oh, Mother!” said Sandra. “Look at our lights. Are they going out?”

Mrs. Trent said, “It is the storm. Let’s get some candles. We will need them.”

Sandra’s mother fixed the candles. She smiled at Sandra. “People did not always have lights like ours,” she said. “Now we have no lights. Many other things in our house will not work. The storm has broken a line.”





“May I call Mary, and ask if her lights are out, too?” asked Sandra.

“You may try,” said her mother. “But you may not get her. The storm may have broken that line, too.”

Mrs. Trent was right. Sandra could not get Mary. She could not hear a thing.

“Men will come to fix the lines when the storm is over,” said Mrs. Trent. “They will have to work hard. This is a bad storm and many lines are down.”



Sandra went to the window to look out at the storm. The wind was not blowing as hard now, but the rain was falling fast.

“The lights are out in all the other houses, Mother,” said Sandra. “See all the windows without lights in them.”

Mrs. Trent said, “Our neighbors must be looking for candles just as we were. Maybe they can find some. We cannot help them until the storm is over.”



The storm went on for some time, but at last it was over. The rain stopped falling and the sun came out.

“How clean everything is!” said Sandra, when her mother opened a window.

“Things look clean,” said Mrs. Trent. “See how the house and street look? But there is much work to do. Many things are in the street. The streets must be cleaned.”

Sandra could see that a big tree had come down. The wind and rain had broken down parts of other trees. Many lines were down, too.



Sandra walked up to Mary's house. Many people were coming out now. Some had started to work. Others were looking up and down the street.

"Come out, Mary," said Sandra. "See how things look!"

The girls walked down to the big tree. Mrs. Green was out looking at it.

"It is good the tree did not fall on our home," she said. "Mr. Green will have to cut up the tree."

"My father has a saw," said Mary. "He will help Mr. Green."

Many people were out working now. Men were taking things from the street.

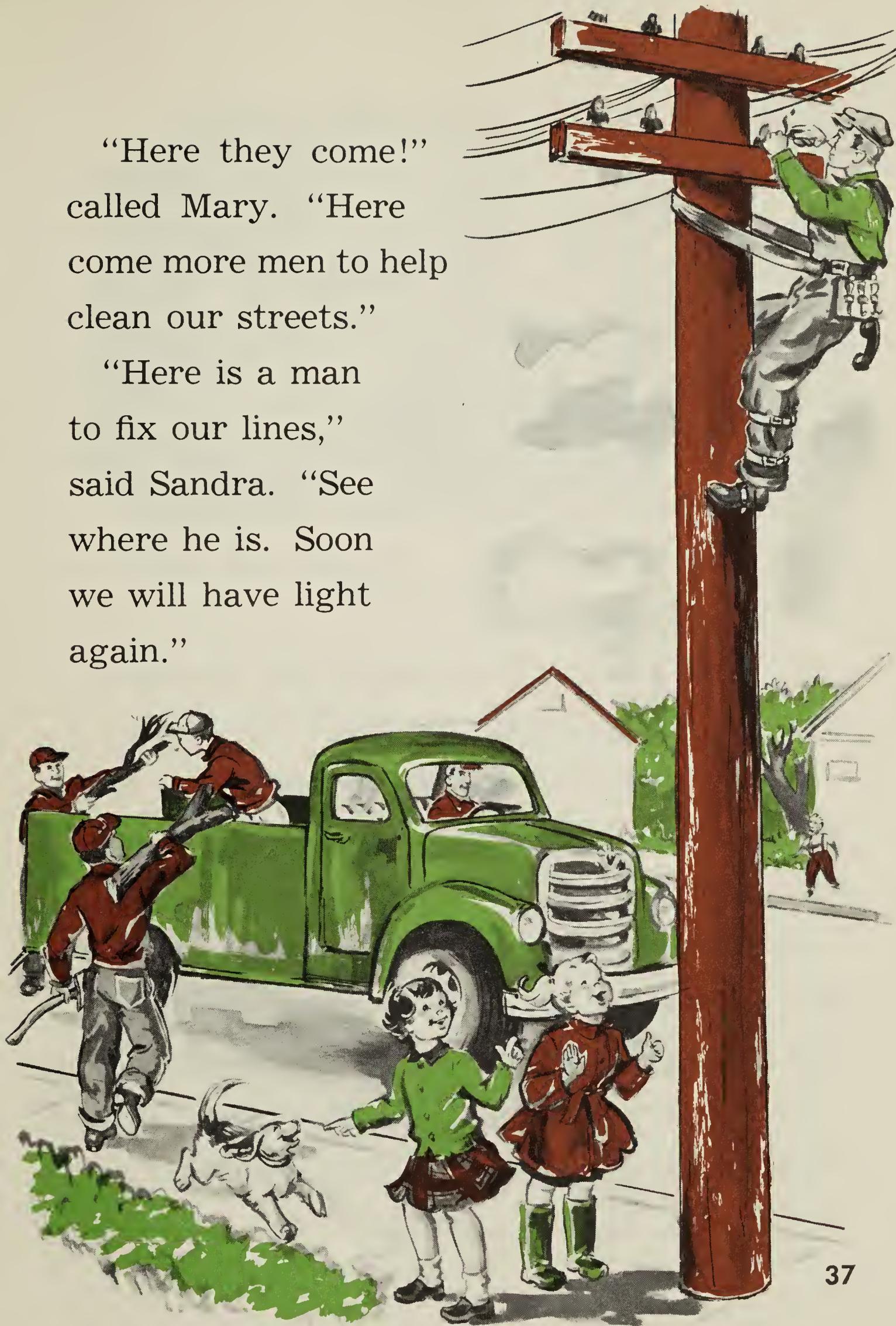
“Now cars can get here,” said Sandra.
“Now my father can get down our street when he comes home from work.”

Another man was working hard. “We must get the water out of the street,” he said.
“I will clean the street. Then the water can run away.”



“Here they come!”
called Mary. “Here
come more men to help
clean our streets.”

“Here is a man
to fix our lines,”
said Sandra. “See
where he is. Soon
we will have light
again.”



Soon Sandra's father came home. He came in the car.

"Men are out cleaning the streets," he said. "I could get home in the car. Were you at home when the storm came?"

"We were at home," said Sandra. "I helped Mother. We had to get everything ready before the storm came. We did not want rain to get in the house."

Mr. Trent said, "You were right. I am glad you helped your mother."

Sandra said, "Mary and I walked up the street. The storm was bad, but everyone is helping to clean up."

"We help each other here at home," said Sandra's father. "Good neighbors help each other, too."

Mrs. Trent laughed. "Are there some good neighbors to help me now?" she asked.

"If they do, we can eat soon."



The Surprise

One day the children had a surprise.

“Someone is coming to visit us,”
said Sue. “Look out the window!”

Mrs. Hart looked out. “I see them,”
she said. “It is Jerry’s father. Jerry is
with him. They have something with them.”

“It is a bakery box,” said Jack.
“Jerry’s father has a bakery. What can be
in the box?”

Mrs. Hart smiled. “We will soon know,”
she said.

“Hello, Mrs. Hart,” said Jerry’s father.
“Jerry and I have something good here.
It is for your girls and boys!”

“How nice of you and Jerry!” said Mrs. Hart.

“Jerry told me that you are going to make
butter today,” said Mr. Reed. “The butter
will be good with my bread.”

He opened the boxes and there was the bread.
How good it looked! And how good it smelled!

“Um-m-m!” said Jean. “Do you make bread
for everyone?”

“Yes,” said Jerry’s father. “My helpers
and I make bread for all the neighborhood.”

“That is a lot of bread,” said Paul.

“Bread is a good food,” said Mr. Reed.

“Butter is a good food, too,” said Tom.
“We sell our milk to be made into butter.”

“Tom is right,” said Mr. Reed.

“Butter and bread are good foods.
Other foods from the farm are good, too.”

“What is in bread?” asked Joan.

“Flour and milk,” said Mr. Reed.

“I have a big room full of flour and every day the milkman brings milk.”

“Flour is made from wheat,” said Bill.

Mr. Reed said, “Yes, Bill. Wheat comes from the farm, too.”

“It must be a lot of work to make so much bread,” said Peter.

“My men work hard,” said Jerry’s father. “They bake the bread. They are good workers. They get good pay. They buy things for their families with the money.”



“Do you sell all the bread in your store?” asked Mrs. Hart.

Jerry’s father said, “We sell some of it to other stores. Trucks carry it there.”

“I have seen the trucks,” said Bill.

“Sometimes I help my father,” said Jerry. “I help put the bread in boxes.”

“Jerry is a good helper,” said his father.

“When I grow up I want to bake,” said Jerry. “It is fun to bake.”

“Then you can make bread for all of us,” said Mary with a laugh.





“I know something good that you make, Mr. Reed,” said Sandra. “You make good cookies.”

Paul said, “My mother got a surprise for my daddy from you.”

Jerry’s father laughed. “We have two people who help us make those things,” he said. “They help us sell, too.”

“A store needs helpers,” said Jerry.

Jack said, “Sometimes we get cookies at the bakery. Sometimes my mother makes cookies at home. Some good things we get at home. Some good things we buy.”



“You may want to visit our bakery,”
said Jerry’s father.

“We will do that,” said Mrs. Hart. “We want
to know about foods and how we get them.

“Our food comes to the store from the farm.
We buy food at the store. Today we have milk
from Tom’s farm. We will make butter.
When we find how some foods are made we will
visit stores where we buy them.”

Jerry’s father had to go back to his work.

“We will make good butter for this bread,”
said Mrs. Hart. “Thank you for bringing it.”

“Thank you,” called the children.





To the Store

The children went to visit a store.

“What a lot of good things they have,”
said Sue.

The children saw many things.

“Where do these things come from?”
asked Fred.

A man was helping a lady get the things
that she wanted. He smiled at the children.

“Some of these things grow on farms
near here,” he said. “Other things come
from places far away.”



The children looked at the milk and all the things made from milk.

“We get this kind of milk,” said Sue.

Jack said, “I see another kind. My father told me about it.”

“There is butter here, too,” said Sandra.
“Why do they keep the butter here?”

Mrs. Hart said, “Everything in this part is cold. You do the same thing at home, but you do not have as big a box.”

“The meat over there is cold, too,” said Sandra. “Mother told me when I came here with her.”

Fred said, "They must freeze some things. Look over here."

Jack said, "We freeze things we grow. We do not have as many things as they have. We buy things from the store, too."

Mrs. Hart said, "The store has many kinds of foods. They must have enough for the people that come here."

"I see meat," said Tom. "See that man putting meat to freeze!"

The man said, "I put the meat to freeze. I see that everyone can see the kinds of meat we have here. I write down how much money they must pay."



Jack saw another man. He was fixing cans. "The cans must look nice," he said. "Men have worked hard to grow this food. Then it is cleaned and fixed this way. It is sent here. The cans must look good. Then people will want to buy them."

A lady was working near by. "I see that we have everything that people want," she said. "I must see that we do not run out of the things they need."

"See all the things to eat," said Tom.



Another man was looking at the children.

“These foods come from farms,” he said.

“I tell people how much they must pay for these foods.”

The children saw flour, bread, and cookies.

“These look like the good cookies Jerry’s father makes,” said Mary.

“They are my father’s cookies,” said Jerry.

“He sells them to the store, and the men here sell them to other people.”



More to See

Now the children had been through all the store.

"This is the place I like," said Fred.

"The people pay here."

Soon the children were near a line.

The people were there to pay. They had many things to eat. A lady was telling them how much to pay.

"May we go out, Mrs. Hart?" asked Paul.

"Would you go out this way?"

said a man. "Then you can see how we get all the goods you have seen."



In the back of the store the children saw many boxes. Trucks were bringing more and more of them. Men took the boxes from the trucks into the store.

“Many of the things in the store come to us this way,” said a worker. “The men on the trucks help us get the food. Trucks come from many places.”



The children wanted to tell Mr. Little about their visit to the store.

“We found out how our neighborhood gets food,” said Paul, when Mr. Little came.

Sandra told Mr. Little about the things they had seen at the store. “We saw things to eat and drink, and things to help us keep clean and help us keep our houses clean,” she said.

“We saw people that work at the store,” said Tom. “Some people help make the foods look nice. Some people see that the store does not run out of food.”

“Other people tell you how much you must pay for the food,” said Paul. “Some people help bring food into the store, too. The food is brought in trucks.”

Mr. Little laughed. “I see that you found out a lot on your visit,” he said. “I think I will know that store if I go there.”



The children wanted to put the store on their map.

“I think we should put another store on the map, too,” said Jack. “It is Mr. John’s Meat Store. It is near my home.”

Mrs. Hart said, “You may put the store on the map, but tell us about it first. We want to know what the store is like.”

Jack was glad to tell about the meat store.

“Mr. John sells meat,” he said.

“He sells no other things in his store.”

“Is Mr. John a neighborhood helper?” asked Tom.

“Yes,” said Jack. “He brings us meat.”

“I have been there,” said Sandra.

“My mother showed me many kinds of meat. Mr. John will cut meat the way you want it.”

Jack said, “One day Mr. John took me in the back part of the store. He showed me lots of meat that was not cut. He said the meat came from many animals.

It was very cold.”

“Does he do all the work?” asked Tom.

“No,” said Jack. “He has two men who help him, and a man to drive his truck.”

Mrs. Hart said, “We can put this store and more neighborhood helpers on the map.”





Eating Out

When Mary went home to eat her father said, "Your mother went away this morning. She went to help your grandmother. You, and Bob, and I will eat our supper out."

"Oh, good!" said Mary. "May we go to the Diner?"

"That would be fun," said Bob.

Mr. Stone smiled. "The Diner is near and the food is good," he said. "It is a clean place to eat and we will not have to wait long for our food. I think the Diner will be a good place to eat."



Mary and Bob liked to eat out. They did not do that most of the time.

“What will you have?” asked a man in white.

“I want some of the meat,” said Mary.

“And I want the other things that go with it. I want some milk and then ice cream, too!”

They sat where they could see a man cook the food. He worked fast. People came in and people went out.

“This food is good,” said Mr. Stone.

“Some time when we want to eat out and do not want to wait, we will come again. Maybe then we can bring Mother.”



While they ate, Mary told her father and Bob about how the neighborhood got food.

“You can tell the children about eating out at the Diner,” said Bob. “There are other places where you can eat out, too.”

“It takes many helpers to get all the food that people need,” said Mr. Stone. “It is good that our neighborhood has a place like the Diner. We eat good food here when we cannot eat at home, and we do not have to pay much for it. We can get the food fast. Every neighborhood needs a place like the Diner.”



Sandra's New Dress

"Happy Birthday to you!" said Sandra's family at breakfast time.

At her place was a big box. On it was, "Happy Birthday to Sandra, from all her family."

When she opened the box she said, "Oh, I will have fun with these! Thank you!"

Her mother said, "Grandmother sent some money for a new dress! We will go to the Girls' Shop after school."

"Good!" said Sandra. "I saw a dress I liked."



At the Girls' Shop
Sandra saw dresses.

She saw other
things for girls.
A lady came to
show them.

"Is there a dress
you like?" she asked.

"These two look nice for cold days,"
said Sandra's mother.

"Oh, I like this one," said Sandra.

"Do I have money for the green dress?"

"Let's try it
on," said the lady.

Sandra put on
the dress. It was
just right.

Mrs. Trent said,
"You may wear
the dress now."



On the way home
Sandra's mother said,
"This is the shop where
they sell things
for your brothers.
They have everything
for boys and men of
our neighborhood."



"Do they sell your things?" said Sandra.

"The shop I like is over there," said
Sandra's mother. "Our neighborhood has
good stores and good people to help us."



Sandra laughed.

She said, "I will
write to Grandmother.
I will tell her that
I found my birthday
dress on my birthday.
And I found it in
my neighborhood."



New Socks

"I am glad you got something to play with from your family," said Mary.

"Yes," said Sandra. "And I got money for a dress and socks, too. I can get green socks and white socks."

Sandra found the place where they had socks. "May I see some green socks?" she asked.

Soon Sandra saw the socks she wanted. "These are nice socks," she said. She gave the lady money for them.

"Let's look around the store," said Mary.

"I like Green's," said Sandra.

Mary said, "There are so many things to see."

"Look at these!" called Sandra. "They have berries on them. They are like my mother's."

"The toys are over there," said Mary.

"Let's look at them!"

First they saw cars and boats.

"These are toys for boys," said Sandra.

"Here are toys for girls," said Mary.

"They have good school things, too!"
said Sandra. "I come here for my paper."

Just then the girls heard a noise.

"What is that?" asked Mary in surprise.





Mary looked all around. Then she saw something. "See the birds!" she called.

A lady said, "We sell birds here, and we sell homes and food for them, too."

"There are so many things for us to see," said Sandra.

"Yes, we sell about everything here," said the lady. "We are happy to help you get the things you want."

"It must take a lot of people to make all these things!" said Mary.

"It does," said the lady, "and it takes many people to bring them to us."



More Helpers

When Sandra and Mary left Green's they saw Sandra's brother.

"He works after school," said Sandra.

"We bring our shoes here," said Mary.

"My father says the men here do good work."

"Let's look in the window," said Sandra.

"I like to see the machine."

"Hello, girls," said Sandra's brother.

"Why don't you go inside? Mike will let you watch him work on some shoes."

“Hello, Mike,” said Sandra. “May we watch you now?”

“Hello, girls,” said Mike. “Come where you can see.”

“You make shoes wear longer,” said Mary.

Mike watched his work. He worked fast. He worked with care. He did not talk.

The machine stopped.

“I must go now,” said Mary. “It is time to meet my father. Thank you, Mike.”





“Look,” said Mary. “There is my daddy. He is giving Skipper a ride.”

“Does your father bring the clothes here all the time?” asked Sandra.

“Yes,” said Mary. “It helps Mother. Daddy brings the clothes and waits while they are washed. Do you want to go in? I’ll ask Daddy to give you a ride home if you do.”

“Oh, good!” said Sandra. “I have not been in here. We do our clothes at home.”

“Your clothes will be ready soon,” said the lady.

Mary’s father said, “You girls wait here. I want to get some things at a store near here. Then I will take you home.”

“All right,” said Mary. “I will keep Skipper.”

Skipper wanted to go with the clothes, but Mary held him back.

Sandra said, “Many people work to help us with our clothes, don’t they, Mary?”

“Yes,” said Mary. “And the people use many kinds of machines to help us, too.”





How Shoes Are Made

“Your socks are very nice, Sandra,” said her mother.

“But look at my shoes,” said Sandra. “Do I have enough birthday money left to get new shoes?”

“No,” said her father.

“Why do shoes cost so much?” asked Sandra.

Her father smiled. “Let us go to the place where shoes are made,” he said. “You may ask Mary and some other friends to come, too.”

The next morning Sandra, Mary, Jack, and Bill were up early. Bob, Sandra's big brother, and her father took them a long way in the car.



"There is Jean's father," said Bill.

"Many neighbors work here," said Mr. Trent. "They work hard all day to make good shoes for us."





Inside they saw people cutting. They saw people making shoes.

"I cannot hear," said Sandra. "There is so much noise."

"I like machines," said Bill.

They walked and walked. They saw people putting shoes in boxes.



"Now the shoes are ready for the stores," said a man.

"Now we will eat," said Mr. Trent.



“Shoe workers and food workers,” said Jack. “We will tell Mrs. Hart about this.”



“The stores must have lots of shoes,” said Bob. “People wear out many shoes.”

Bill said, “And each worker makes money.”

“Right, Bill,” said Mr. Trent. “Now Sandra can see why shoes cost money.”

Sandra said, “And I can see why my money cannot buy everything.”





A Ride in a Taxi

Mary had something to show the children.

"See this picture," she said. "It is like my new one. Mother and I went to get it. We took a taxi. My father had the car."

"Was it fun riding in the taxi?" asked Jack.

"I liked it," said Mary. "It was like riding in our car, but we had to pay the man."

Tom said, "I remember the box in the taxi. It tells how much you must pay when you get out. The taxi man makes money by taking people where they want to go."

Mary said, "I liked riding in the taxi.
I watched the box. I watched
the people and places outside, too."

Mrs. Hart said, "The taxi men help us get
from place to place. They must take care
as they drive. They drive people all day
for that is their work."

Sue said, "I like to ride on the bus.
Sometimes I take a bus to the big stores."

"I like to ride on the bus, too," said Mary.
"But there is no bus line near our home."



Mrs. Hart said, "A taxi ride is fun. A bus ride is fun, too. If you live near a bus line, you can ride on the bus. If you do not have a bus line near you, a taxi is a good thing to ride. It will take you right to the place you want to go."

Mary said, "I was glad that Father had to take the car with him. Riding in the car is nice, but this was my first taxi ride."





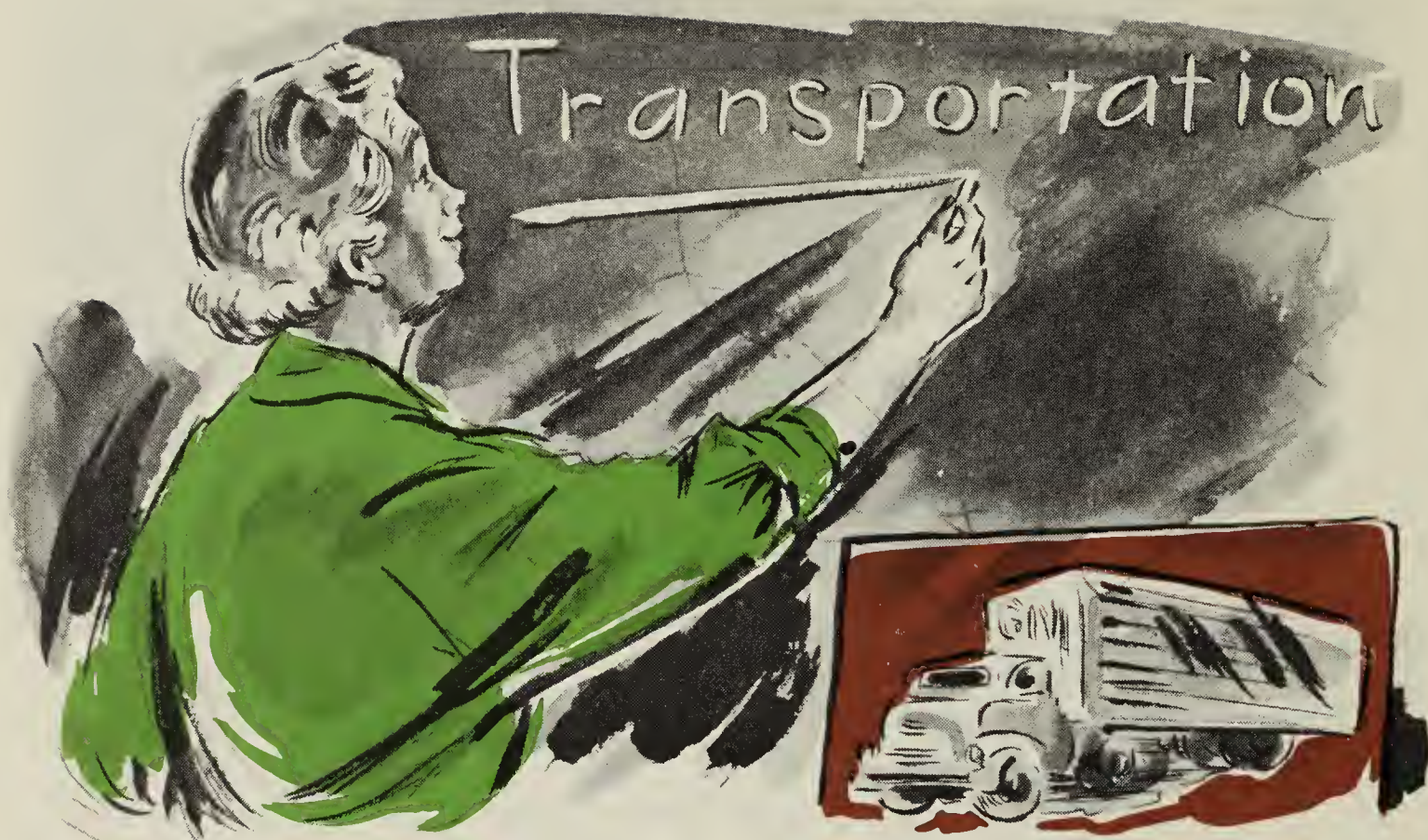
From Place to Place

Tom came to school with a picture.

Tom said, "It is a picture of a truck. Daddy said a truck helps in neighborhood transportation."

Mrs. Hart smiled, "Transportation is a new word for us, Tom," she said. "Do you know what it means?"

"I think it means moving things," said Tom. "This truck moves things from one place to another."



"Transportation must mean moving people, too," said Jack. "Our bus has the word transportation on the side of it."

"Yes, Jack," said Mrs. Hart. "I will write the word transportation here.

We will all learn more about the word and what it means. Transportation is something every neighborhood must have."

Sandra said, "May we make pictures, Mrs. Hart? We can make pictures about transportation for our map."

Mrs. Hart said, "I will get some paper. Think of pictures that you can make to shows kinds of transportation in our neighborhood."

When Mrs. Hart brought the paper, the children had many new things that they wanted to make for their map. Some of the children had found pictures that they wanted to cut out to put on the map.





After a time Paul held up a picture. "This is for our map, Mrs. Hart," he said. "This carries me."



"Good!" said Mrs. Hart. "We will put the picture on the map."

Tom found a picture of a milk truck.



Sandra made a picture of the big truck the children had seen at the G and N store. She put the word food on her truck.

Mary said, "We must have trucks to take away things we do not want."

"We need many kinds of trucks," said Mrs. Hart. "We will need cars, too."

"And we want to make a school bus, too," said Tom.

"I need the school bus to get here every morning."

Mrs. Hart said, "Let's put the pictures on our map. They show how transportation helps us."



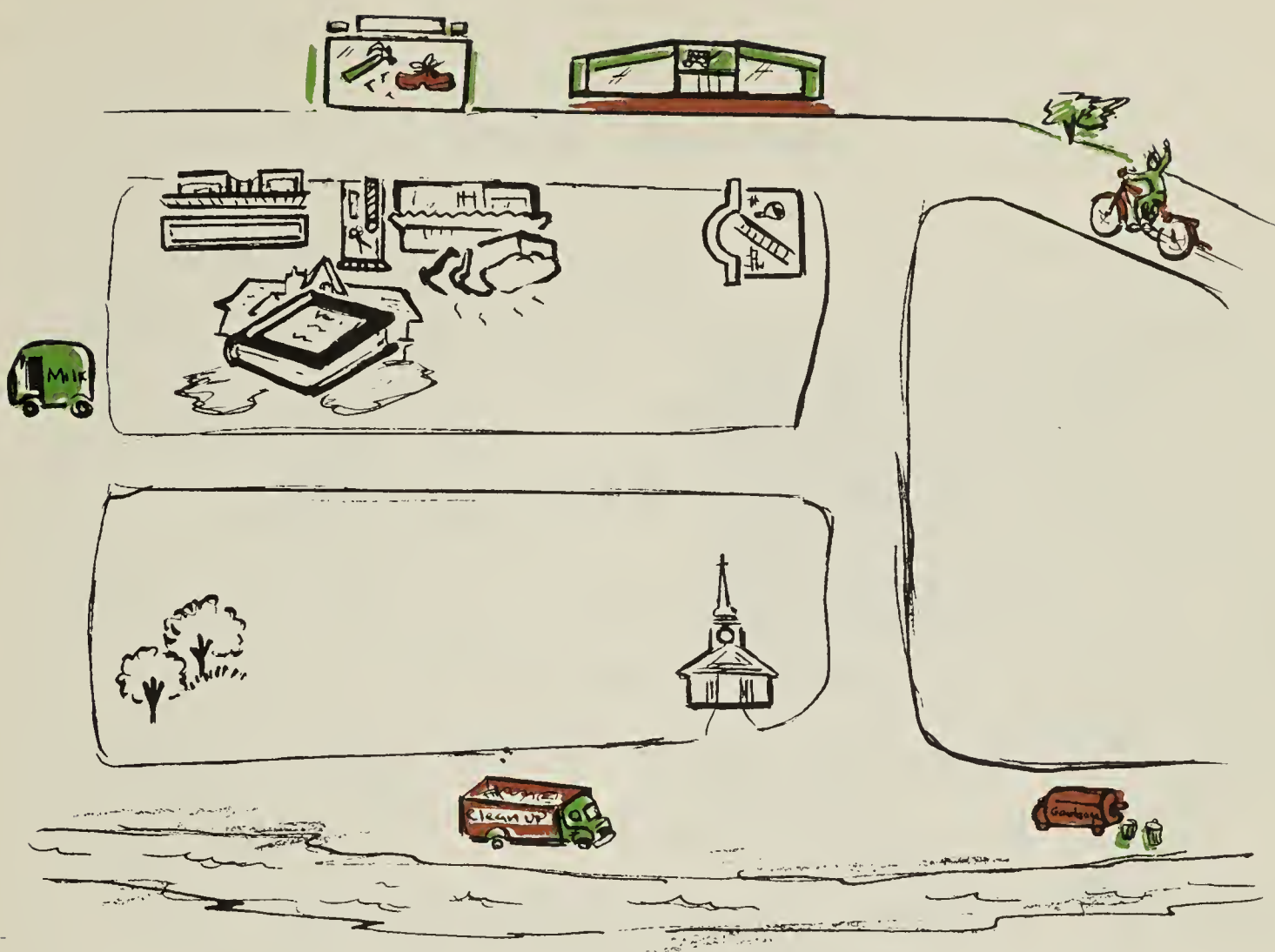


The children made more and more pictures for the map.

“See all the trucks that we use in the neighborhood,” said Jack.

Jerry said, “Here is a fire truck and a truck that brings something for our car.”

“Here are the trucks for your father’s bakery,” said Tom. “We have many kinds of trucks for our map.”



Mrs. Hart said, "We should not forget the trains, boats, and planes that bring things from far away. They help our neighborhood, too."

"Look, Mrs. Hart!" called Mary, as she put one last car on the map. "See our map now."

Tom said, "Our map shows transportation. We can see the ways people and things get from place to place."

Moving Away

Fred and his family were going away.
His father was going to work in another town.

"That is a big moving truck," said Bill.

"Yes," said Fred. "I did not think
that all of the things in our house
would go into one moving truck."

"The men know how to put many things
into a little place," said Bill. "That
is their work. Moving things is hard
work, but the men know how to do it."



Fred said, "The men must work hard to move big things. They must put everything in with care for our things must go a long way."

"I wish you were not moving away, Fred," said Bill.

"We will come back to visit," said Fred.



Some of the children were going to the train to say good-by to Fred.

“Will we get to the train on time?” asked Jack.

“Yes,” said Jack’s father. “The train has just come in.”

“Fred’s father went last night,” said Bill.

“Yes,” said Jack. “He went in the car. He will be waiting for Fred and his mother at their new home.”

“Moving a family calls for working together,” said Jack’s father.

Tom said, “Everyone has something to do. The family helps and the neighbors work, too. They all work together.”

Jack said, “Last night Fred and his mother ate at Paul’s house. Paul’s family helped Fred’s family to move.”

“They are at the train with Fred now,” said Jack’s father. “And now we are here, too.”



“What a long train!” said Jack.

“Many people ride on it,” said Bill.

“Many things are put on the train, too,” said Jack’s father. “See the boxes. All those things will go on the train.”

“Good-by,” called Fred. “I will write to you about my new home.” Fred and his mother sat near the train window. They waved good-by to their friends.

The trainman waved and the train started to move. Fred was on his way to a new home.

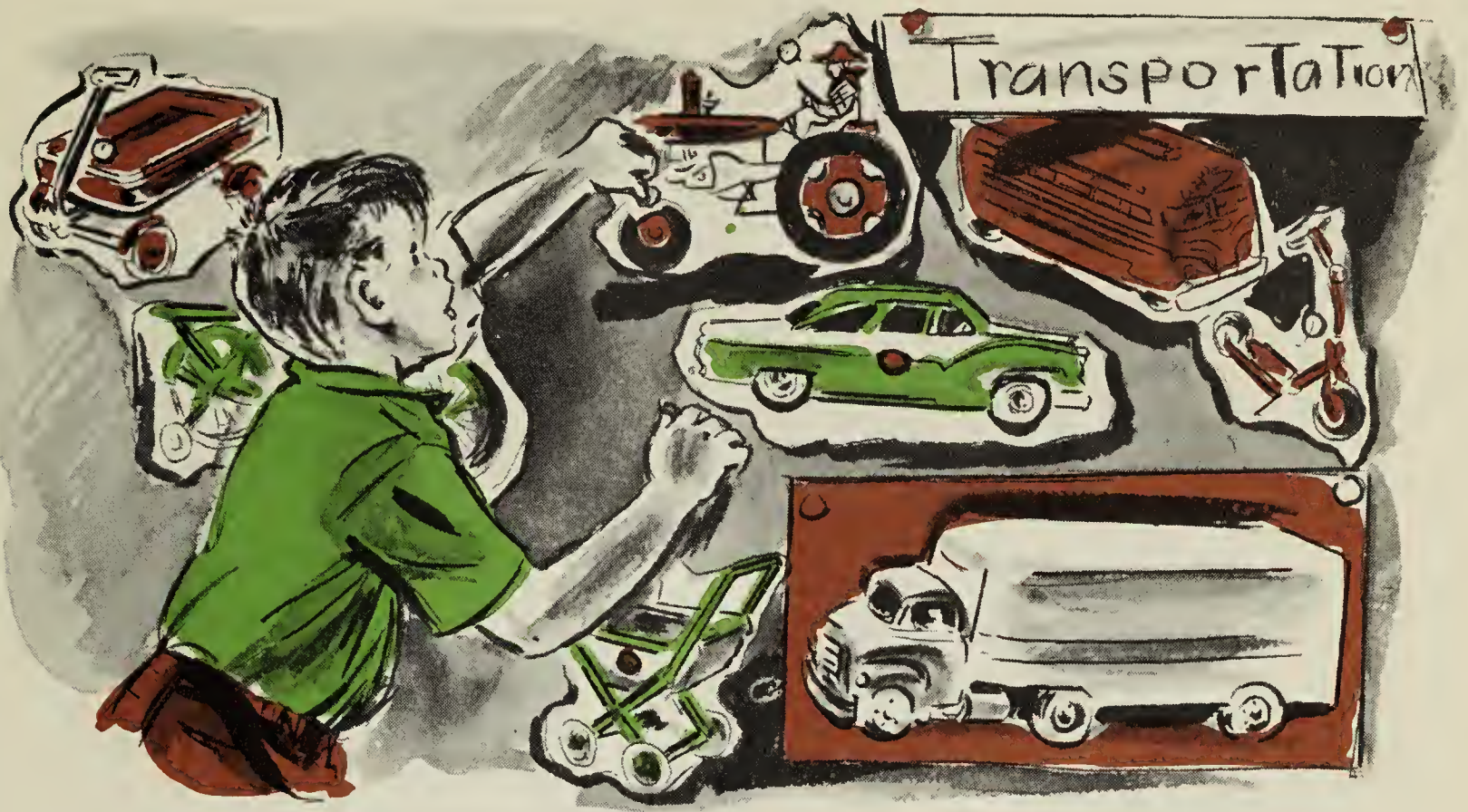
The boys told Mrs. Hart about Fred and the train.

“We waved to Fred. The trainmen wave to each other, too,” said Bill.

Tom said, “The trainmen wave, but it means that it is time to start the train. They do it for safety. When they wave it means that everyone is on the train and the train can leave.”



Mrs. Hart said, “There are safety rules for trains. There are safety rules for the bus. All transportation must be safe.”



Mrs. Hart looked at the pictures.

“We can put a train here,” she said.

Tom had a picture. He said, “Let’s not forget farm machines. Some of them are used for transportation, too.”

Paul said, “Think what our town would be like without transportation!”

“People could not come and go as Fred did,” said Jack. “The big boxes of food that came on the train would not come to our town.”

“We would have to walk all the time,” said Sandra. “I think we need transportation.”



Mrs. Hart said, "In other times we did not have many ways to get people and things from place to place. Moving took a long time. Sometimes people had to walk."

"Now we have trucks and trains," said Mary.

"And planes and big boats," said Tom.

Mrs. Hart smiled, "We have good transportation today," she said. "It helps us go about in our neighborhood. It helps us go from place to place."





Our School Needs Help

The children went with Mr. Little.

“See,” he said. “This is our new room. We will use it in many ways.”

“It is a big room,” said Tom. “We can do many things here. We can play and have fun.”

Mr. Little smiled. “Yes, Tom,” he said. “We can use this room for play. We can do other things here, too. Many people can come together here.”



“All the school can meet here at one time,” said Mrs. Hart. “Sometimes we want a room where we can do that.”

“Maybe we can give a play,” said Mary. “Then everyone can come to see it.”

Mr. Little said, “Some day we can give a play. This will be a good room for it. But we need more things before we can do it. And the things we need cost money.”

“We need some things now,” said Sandra. “I can see that.”



Jack laughed, "We need a place for the people to sit," he said.

"It would not be fun to watch a play and have no place to sit."

Mary said, "I am going to tell Mother. Maybe she can help. Maybe we can find a way to get the money for the things that we need."

Mr. Little said, "When the new room is ready we will ask the mothers and fathers to come to see it. We want them to see the room, too."



Mary walked home very fast. She wanted to tell her mother about the new room.

"It is very nice," she told her mother. "Mr. Little took us to see it. Some day we will give a play there."

Mary's mother said, "Why don't you give a play soon? I think the mothers and fathers would like that."

"We need more things before we can give a play," said Mary. "Mr. Little said that he will talk to the mothers and fathers about the things we need."

Mary's mother talked to Mr. Little. Then she talked to other mothers and fathers. She told them about the things that were needed for the new room.



Mary's mother called people. Other mothers and fathers called more people.



Soon everyone knew about the new room. They knew about the things that the school needed.

"We will all go to the school," said Mary's mother. "We will plan together."





One night all the mothers and fathers came to the school. Mr. Little talked to them.

“There are some things we need for the new room of our school,” he said. “When we get the things we need we can do many things in this room. We can use the room in many ways and have good times here. Maybe you can help us.”



“Tell us what we can do,” said Mary’s mother. “We will be glad to help you, Mr. Little.”

Mr. Little told the mothers and fathers what he needed. “We need money to get these things,” he said.

Tom’s father got up. “I think we can get the money for you,” he said. “Let’s all think of things we can do to make money for the school.”



Mothers and Fathers Help

Jack's father was working hard.

"This is fun," he said. "We will make money, too. Everyone can come and have a good time. They will buy many things. The money will go for the things the school needs for the new room."

Paul's father said, "The work goes fast when we all work together. Soon it will be time for the others to get here."

Mary's mother was at work.

"We have many things," she said.

"There will be many things to buy."

"See this," said Sandra's mother.

"Someone will want to buy this.

I see many things that I want
to buy for our house."

"Many people will come," said Mary's
mother. "They will want to buy.
We will make money for the school."





“Look, look! See all the people!”
called Jack.

“Good!” said Tom. “Everyone wants to
buy something.”

Sandra said, “We will make money.
Then we can give our play.”

Tom laughed. “I have work to do now,”
he said. “More people are coming.
I will show my father something I want
him to buy.”

“Come here!” called Mary. “See this! This is something that I want to buy.”

The children went from place to place. They saw many things to buy. They saw many people.

Tom’s father said, “See all the people. We will get money for the school.”

Jack’s father said, “But we will need more. The men can help, too. We can give a pancake supper at the church.”



A few days after that the men gave the pancake supper. Many people came to it.

"The pancakes are good," said Mary.

"The fathers make good pancakes."

Jack said, "The fathers and mothers have helped the school. Everyone helps. Soon we will have the money for the things that the school needs."

"And we have had fun, too," said Tom.

"It has been fun working together."





The next day Mr. Little asked everyone to come to the new room of the school.

“I have good news,” he said. “Because the people of the neighborhood all worked to help us we have money for the things we need. We could not do this without help. When we all work together we can do many things.”

“Maybe now we can give the play, and everyone can come to see it,” said Mary.



The Play

“Now can we give the play?” Mary asked Mrs. Hart.

Mrs. Hart smiled. “Everyone has worked hard to help us,” she said. “Now we will want to give the play to show our thanks to them.”

“A play will mean more work,” said Tom.

“But it will be fun, too,” said Sandra.

“What will the play be about?”

“Let’s plan it now,” said Mrs. Hart.

Paul said, "I think the play should be about our neighborhood, and all the people that help us."

"That is a good plan, Paul," said Mrs. Hart.

Bill said, "That would be fun. May I take the part of the policeman?"

"I would like to be the fireman," said Jack.

"And I could be one of the people that works in the G and N store," said Sandra.

Mrs. Hart laughed. "Not so fast," she said. "Everyone will want to play a part. Let's take them one at a time."

Mary said, "I will get a paper. Then we can put down the part each one will have in the play."

"That is a good plan, Mary," said Mrs. Hart. "There will be many people that we want to put in our play. We have helpers in our neighborhood that we will want to show in our play."



The children had many things to plan. First they put down all the people that they wanted to show in the play. Mary put down many people.

“There are other things to do,” said Jack. “We will need to make clothes so that everyone will know who we are.”

“We will need to make trees and houses for the play, too,” said Tom. “We can make pictures of the inside of stores.”

Mrs. Hart said, “Some of you can plan for the clothes. Some of you can plan the pictures we will need. Then we will put all our plans together.”

“Look!” called Tom. “Does this look like a tree?”

“I like your tree, Tom,” said Sandra. “How do you like this house?”

Tom said, “That is a good house. See the others over there. They are working on clothes for us for the play. Some of the mothers are helping.”

“We will have a good play,” said Mrs. Hart. “Everyone is working hard. Many people will come to see the play.”





It was the day of the play. Many people came to see it.

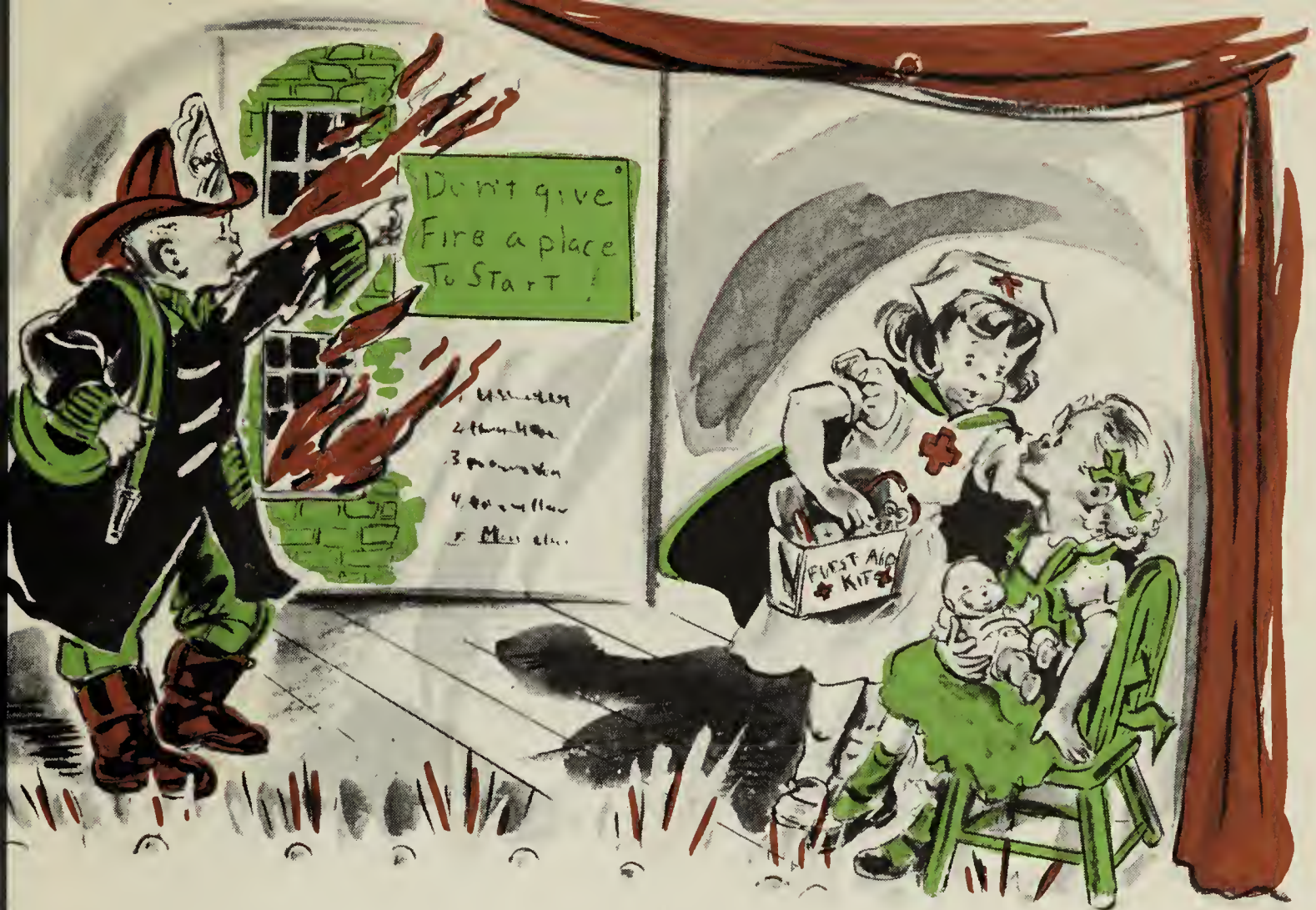
"Come, children," said Mrs. Hart. "It is time to start."

"How do I look?" asked Bill. "Do I look all right?"

"You look like a real policeman," said Mrs. Hart. "You all look good."

"What are you, Sandra?" asked Tom.

"I am a store lady," said Sandra. "I do not have to dress up much for that."



Mary went out first. “We are going to give a play about our neighborhood and all the friends we have found here,” she said.

The children came out. Each one told about a neighborhood worker and friend.

All the people liked the play.

“I am glad to see you know so much about our neighborhood and the good helpers that we find here,” said Jack’s father when the play was over.



Fred's New Neighborhood

"A surprise for you!" said Mr. Little.
"This came for you."

"It must be from Fred," said Paul.
"He said he would write. May I open it?"

"Yes, Paul," said Mrs. Hart. "We all want to hear what Fred is doing. We have wanted to hear about his new neighborhood."

"Why it is a book!" said Paul. "Fred made it for us. It is all about his new neighborhood."

The children looked at Fred's book.

First they saw a picture of Fred's house.

"Who plays in the playroom with Fred?"
said Bill.

Mrs. Hart said, "I think he has new
friends now. Maybe the neighbors have
fun there with Fred's father and mother, too."

*This is my new house.
It has a playroom.
I like my new house.*



Next was a picture of Fred's school.

"Fred has learned to write very well,"
said Mr. Little. "I think Mr. Hunt must
be a good teacher."

*This is my school.
It is a new school.
My teacher is Mr. Hunt.*





We have many stores
 They are all in one place
 We go there in our car.

“We have all those stores, but they are not in one place,” said Sandra.

“That is right, Sandra. It is good to have stores near each other,” said Mrs. Hart.

“You don’t have to walk far,” said Joe.

Church Bulletin



Conrad (H. A. D. Austin)

Jan. 1, 1965

112

See how nice this looks,
It is new, too.

We go here in the car

"Everything looks new and good in Fred's neighborhood," said Paul.

"It is mostly new," said Mr. Little. "People there have left the big town and made a new neighborhood."

“What a good place to play!” said Bill, as they looked at the next picture. “I like that the best.”

“I am glad Fred has found friends,” said Mrs. Hart.

“But he thinks about us,” said Paul.

“That is why he made up this book.”

*Here is where I have fun
I play here every day.
Other children play here, too.*





I get the bus here.
It takes me to school
Many children ride on it,

“He rides a bus like I do,” said Tom, “but he does not live in the country.”

“Where Fred lives there is one big school,” said Mrs. Hart. “The children come to it from all around.”

“See this!” called Jack. “This must be fun.”

“Not for me,” laughed Mr. Little. “I would not like a train ride every day. I like to walk to work.”

“I like to ride in my car,” said Mrs. Hart.

My daddy gets the train
He rides it every day,
It takes him to work,





This is
where my
daddy works
It is big.
I like it
here,
I like my
neighborhood
I liked your
neighborhood
too.

"See this last picture," said Sandra.

“Fred’s neighborhood is just like ours,” said Jean.

“Oh, no,” said Bill. “He lives near a big town!”

“The places are far from each other, too,” said Mrs. Hart.

“The stores are together,” said Sandra. “Our fathers don’t go to work on the train!”

“Mrs. Hart,” said Jack, “May we make a book about our neighborhood for Fred?”

“But Fred has seen our neighborhood,” said Bill. “He lived here.”

“Why don’t we write him?” Tom said. “We could put in a picture of the new part of our school. It looks as if everything in Fred’s neighborhood is new.”

“That will be nice,” said Mrs. Hart. “Fred’s new neighborhood has just about everything our neighborhood has, but I think he would like to hear from us.”



Bill Goes Fishing

It was early. No one at Bill's house was up.

Then Bill got up. "Today is the day," he said.

It was hard to wait for his father to call, "Everybody ready!"

"Time to get ready," called Mother.

"Everybody up!" called Father.

It was early, but it was time to get ready to go away.

Bill got up fast. There were many things to get ready. There was breakfast to eat.

Everybody helped and soon they were ready to go. The boat was full of food and clothes. The fishing things and lunch were in the car.

The sun was good, and time went fast. It would not take long to get there.

“We will be there when it is time to eat,” said Father. “Then we can eat our lunch.”





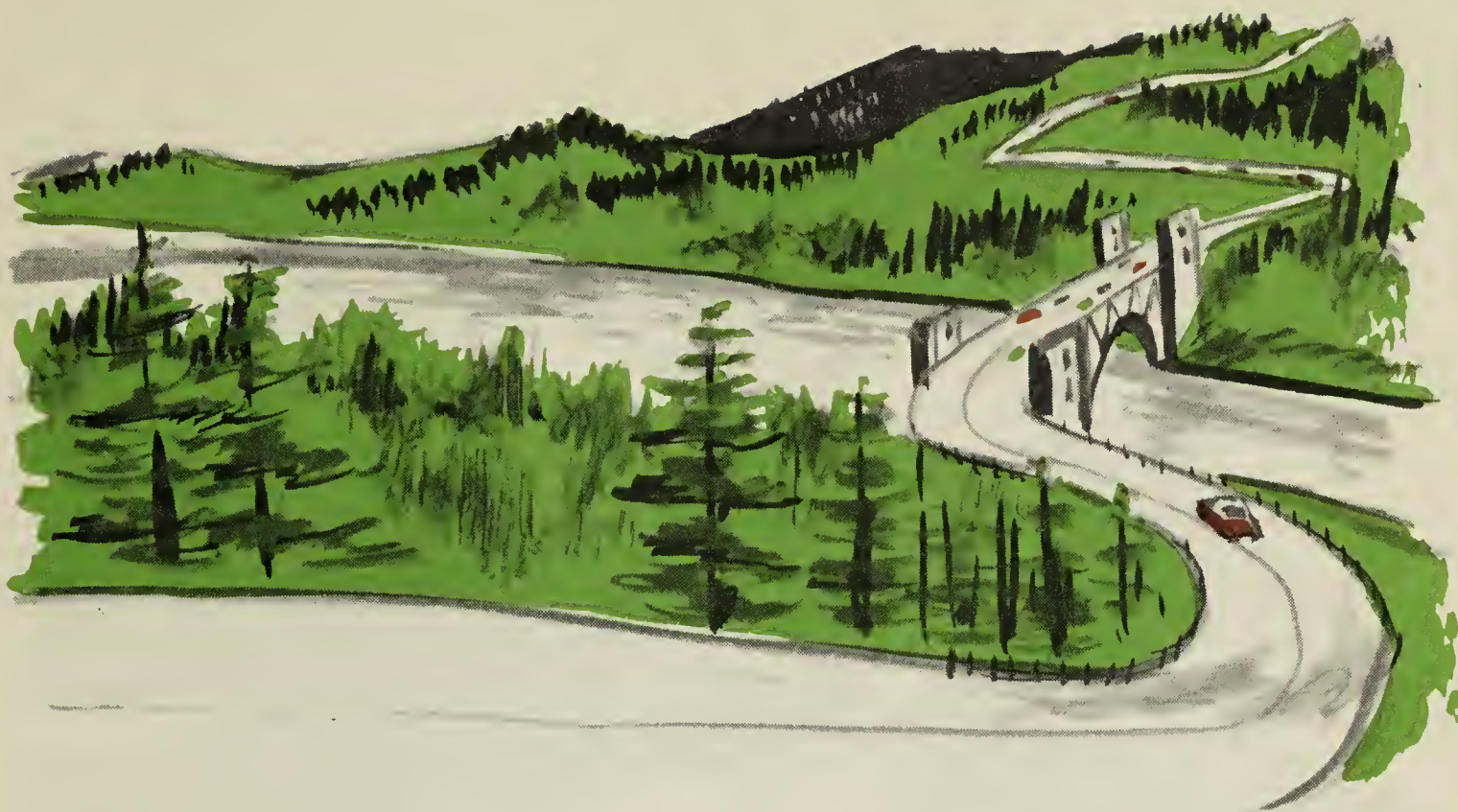
They went a long way. They saw many things. It was a good ride.

"I must go slow," said Father. "We must take care, and we want to see the things we pass."

"Let us stop here," said Bill, when they came to a river. "I want to see this."

"No," said Father. "It is not safe to stop here. Other cars want to come by. I will stop on the other side of the river. Then you can walk back to the other side."

"We must see things fast," said Joe.
"We must get to the lake by lunch time."



At last they came to the lake.

“Good,” said Bill. “Now I can fish.
Now I can have fun.”

Father laughed. “Not so fast,” he said.
“There is work to do here. We must do
some work that we do not do at home.”

The boys worked with Father, while
Mother made something to eat. How
good everything was!

After eating they worked some more.

“Tomorrow we will get up early,”
said Father. “We will get fish
for breakfast.”



Bill was up early the next morning. It was very cold. He ran out to wash. Joe ran out, too. The water was very cold.

“Come, boys,” called Father. “Put on more clothes. It is time to fish.”

The boat went very fast.

“Let’s find the fish!” called Bill.

Father smiled. “We must go slow now,” he said. “We must be quiet. We will put our lines in to get some big fish.”

The boys and their father were very quiet. Then Bill saw something.

“Help me, Father,” he called. “I have a big one.”

Bill got a big fish. Joe and Father got some fish, too. The fish were good for breakfast. Mother cooked many of the fish for them.



“May we go swimming?” asked Bill.

“You will have time to swim,”
said Father. “You can play now.”

The boys found time to play, to swim,
and to fish. Mother and Father had a
good time, too.

That night Bill and Joe helped their mother.
Someone came to the door. It was Betsy,
their new neighbor.

“We want you to come over,” said Betsy.
“We are going to have a fire. We will
have fun, too.”

“We will come,” said Father. “We will
help make the fire.”





The next day Betsy, Bill, and Joe went to get berries.

“What big ones!” said Joe. “They will make a good pie.”

They had to work hard.

They ate many berries, too.

“Oh, I would like a cold drink,” said Bill.

“So would I,” said Betsy. “Let’s go home. We have enough.”

The children brought the berries in.

“I will have enough for two pies,” said Mrs. Miller. “One for Betsy and one for us.”



"I need something from the store for the pies," said Mother.

Father said, "Get in the car. We will ride over to the store."

The store was just a little one. They found just about everything in it.

"This is not like home," said Bill. "You cannot buy everything at one store there."

They got many things at the store.

Bill's father laughed. "We are bringing all this back with us," he said. "But we will be here just two more days. I must go back to work soon."





“It has been like home,” said Bill. “We have neighbors here and neighbors at home.”

“That is right,” said Mrs. Miller. “And all neighbors help each other.”

“It will be good to see our home again,” said Father.

“I will like having water in the house again,” said Mother.

“Our neighbors will be glad to see us,” said Joe. “And we are bringing them things.”

“I know they will like the fish and the berries,” said Bill. “I hope we can come back here soon again.”



A Big Day

"Today we go back to school," said Mary. "I had fun while I was away, but it will be good to get back to school, too."

Mary's father smiled. "Soon the new parts for your school will be ready," he said. "We saw one of the new rooms, but there will be others to see now."

"Are you coming to school to see the new rooms?" asked Mary. "Mr. Little said that everyone will come soon."

Her father said, "Today most of the people in our neighborhood will go to the school. It is a big day. The people in our neighborhood will go to the school to vote."

"I'm glad you are coming with me," said Mary. "Will Mr. Trent come, too?"

"He may not be there when we are," said her father. "He may come at another time of day. I want to vote before I go to work, and I wanted to walk to school with you."





They came to the room where the people would vote.

"What a long line," said Mary.

"Voting does not take long," said her father. "I have read about the people that I will be voting for. I have heard what they said. I have looked up the things they have worked on. When I go to vote, I know the people I am voting for. But you must hurry now."

"I will hurry," said Mary. "Good-by, Daddy!"



“Mrs. Hart, what are all the people doing in our school today?” asked Sandra.

“I know,” said Mary. “They are voting. Daddy came to school with me so he could vote today.”

“Yes,” said Mrs. Hart. “At this time we vote for the people who take care of our town and our country. All the people who live near this school come here to vote.”

“Can we vote?” asked Paul.

Mrs. Hart smiled. “We can vote right here in our room if you like,” she said.



“May I make a speech?” asked Paul.

“We heard a man make a speech last night.”

Mrs. Hart said, “You may make a speech, Paul. But first we must make some plans. We must plan what we want the one we are voting for to do. What kind of work do we want him to do for us?”

Tom said, “I know! We said we wanted someone to take care of the books that we will have when we move to the new room.”



“We can vote for someone to do that,” said Mrs. Hart. “First we will find who wants to do the work. Then we will vote for someone to do it.”

Mrs. Hart gave everyone time to say something. At last the children found two children to vote for. Mary and Paul were the ones.

Mrs. Hart said, “Now you can tell the children the things each of you will do if you get the job.”



“Now may I make a speech?” asked Paul.

“Yes, Paul,” said Mrs. Hart. “You may tell the children the things that you will do if you get the job. Mary will tell the things that she will do.”

“Then we can choose the one we want,” said Tom. “That will be fun.”



Paul got up. He had a good speech. He told the children the things he would do if he got the job.

Then Mary got up. She made a good speech. She told the children what she would do.



After Mary and Paul gave their talks, Mrs. Hart said, "Think of all the things you can about Mary and Paul that would help them do a good job."

Then Mrs. Hart passed out little pieces of paper. Each child put a name on a piece of paper. Jack and Sandra looked at the votes.

"You may tell the children who has the most votes," said Mrs. Hart.

Then Jack said, "Paul has the most votes."

When Mary went home she told her father about the school voting.

“We voted in our room today,” she said.
“We voted for someone to take care of the books. They voted for Paul and me.”

“Tell me about it,” said her father.

“We each made a speech. Each of us told how we would take care of the books if the children voted for us,” she said.

“Who got the most votes?” asked Father.

“Paul did,” said Mary, “but it was fun. I like to vote.”





Something New

“Well, Sandra, look here,” said Mr. Trent.

“What, Daddy?” asked Sandra.

“There is something in the paper about your new school. There is a picture, too.”

“What does it say?” asked Mrs. Trent.

Mr. Trent read, “Everyone come to the opening of the new rooms of the school.”

“I know,” said Sandra. “Mr. Little said we should ask our mother and father and all the neighbors to come.”



Many people came to the school. Everyone waited for Mr. Little to talk to the people.

Mr. Little said, "I am glad to see so many here for the opening of the new rooms of our school. First, let's give thanks."

Everyone stood up. They were very still.

A man near Mr. Little said, "We give thanks for this school. We give thanks for all the workers who helped make it. We give thanks for the children and teachers. We give thanks for help in working together, for our neighborhood and our school. Amen."



Then all the people sat down. The children waited.

Sandra knew what was coming next. She looked to be sure that her mother and father were watching. This was something that they would want to see. Sandra's brother had told her about it. The other children knew about it, too. They knew what would happen next.

"Look, look," Sandra said to her father. "This is something we saw before. We all liked it. We think that all the people will like it, too."

“Tr-r-r-r- tum-tum tumity tum-tum!”

Sandra’s big brother held his head up.
He came in with the new flag.

He stood very tall. He held the flag
where everyone could see it.

All the people stood up again. They
looked at the flag.

Sandra stood with the others. The
children had learned the words to say.



I pledge allegiance to the
flag of the United States
of America and to the republic
for which it stands, one nation,
under God, indivisible, with
liberty and justice for all.

When everyone sat down again, Mr. Little said, "I want everyone to know Mr. John Black. He showed how the new rooms of our school should be made. He will talk to you."

Mr. Black said, "I am happy to have you see that the new rooms of your school are ready. It will help your neighborhood very much. A good school gives your children a good place in which to learn. It is a good place for the teachers. It is clean, safe, and good looking. It is big enough for all your children.

"It took money for this school, but we need money for good schools. Good schools help make a good neighborhood for you and your children."

The people were glad to hear what Mr. Black had to say. Now there were others to talk to the people. Mary's mother talked for the mothers and fathers.



Mary's mother had not told anyone about the surprise that the mothers and fathers had for the teachers and children.

"When we made the new rooms," she said, "there was not enough money left over for other things the school should have.

The mothers made cookies and the mothers and fathers sold them so that we would have enough money to buy something that we think you would like to have."

Everyone was very happy. They liked what the mothers and fathers had for them.

Mr. Little said, "Thank you. You have made all of us very happy. Now Mrs. Hart has something to say to all of you."

Mrs. Hart smiled, "I want to say thank you, too," she said. "We have learned so much about our neighborhood. One of the best things we found out was the way people help each other and work together. That has helped us get the new rooms for our school. The money of all the people helped us have these new rooms. The school belongs to each of you. Now we want each of you to see your school."





Mr. Little took the people to see all the new rooms in the school.

First they came to Mrs. Hart's new room. It was a big room. It was a clean room for the children.

"What a nice new room!" said Sandra's mother. "The children will like it here."

Next they went to the teachers' room.

"This is a nice room," said Bill's mother.

"I think the teachers must like this room."

Mrs. Hart said, "All of us like this room. We like all the new rooms."



“See,” said Bill,
as they went on.
“See all the books!”

Mr. Little called
to the people. “Here
is the room that
everyone likes,” he
said with a laugh.

It was the room where the children came
to eat. Now there was something good to
eat for all the people there.

“Let’s eat now.”
said Mrs. Hart.

“Ice cream!” said
Tom and Mary.

Mr. Little smiled.
“This is a surprise
for everyone,” he said.
“Something to eat
for our neighbors!”





Under the map are some of the places that you can see on the map.



Shoe factory



School



Women's shop



G and N supermart



Boys' and men's shop



Homes



Doctors' building



Diner



Laundromat



Grocery store

Vocabulary

OUR NEIGHBORHOOD, Level Two in the *Home Environment Series*, is planned to present a minimum number of new words to children who are reading on the second-grade level. The total number of different words (excluding titles and proper names) is 367. Of these 51 are of pre-primer level; 108 are of primer level; 133 are of first-grade level; 57 are of second-grade level; 15 are of third-grade level; and 3 are unlisted. Words listed in roman type are of second-grade level. Words third-grade level or above are shown in italic type.

7 neighbors	23 bad	47 enough	93 plan
8 lady	matches	freeze	99 pancake
10 corner	25 learned	pay	100 few
late	26 safe	54 drive	108 <i>grade</i>
save	storm	55 <i>diner</i>	118 everybody
11 working	27 don't	56 cook	fishing
13 mother	remember	ice cream	119 lake
14 <i>flashlight</i>	30 sent	58 shop	120 pass
<i>neighborhood</i>	31 broken	61 <i>socks</i>	123 quiet
nice	smiled	62 berries	124 swimming
15 bus	32 <i>fix</i>	64 <i>machine</i>	125 pie
18 <i>church</i>	40 lot	65 meet	129 vote
mailman	sell	68 <i>cost</i>	132 speech
same	41 bake	72 taxi	133 <i>job</i>
station	families	75 means	135 pieces
19 bakery	flour	<i>transportation</i>	139 sure
20 <i>map</i>	wheat	81 forget	140 flag
22 <i>rules</i>	43 cookies	<i>planes</i>	
tied	<i>daddy</i>	waved	
	those		



Notes and Suggestions

From the child's home and school his environment expands to include a view of his neighborhood. He learns about the people who supply all kinds of services and of his dependence upon them. He learns that even in a small business many people work to bring things to him. He finds that his own neighborhood is in many ways dependent upon the work of other neighborhoods.

The child begins to realize that his neighborhood is one of many. He learns something of its geography and some simple geographic features. The child discovers contrasting neighborhoods, their advantages and disadvantages. Neighborliness is stressed, and throughout the year pupils continue to work together in small groups in purpose and harmony. In this, learning experience is the basis for the expanded interest and participation of the child into the larger area of the community.

UNIT I. OUR NEIGHBORHOOD

BILL GOES WITH JOE, PAGES 7-13 ; PLANS FOR A WALK, PAGES 14-17 ;
OFF WE GO, PAGES 18-20

Main Ideas: Our neighborhood is a place where people live near each other and do things for each other.

Developmental Suggestions: The story of this neighborhood is planned to interest the children in their own neighborhood. Ask the children to recall points of interest in their community and

make comparisons with those found thus far in the community considered here. Visit some of the service points in your neighborhood and compare them with those in Bill's community. Help the children make a map of their own neighborhood.

Pages 7-13. In this first story the children get a first view of the neighborhood to be visited through this book. Through the eyes of the paper boy they gain an overview of the various types of homes and businesses found in the neighborhood, and an introduction to a few of the helpers found in this area. Perhaps one of the children has a brother who carries papers, and can share some of his experiences with the class. The children may wish to discuss places he might have visited.

Pages 14-17. Here the children make plans for a more extensive look at the neighborhood. A preliminary map is made to guide the children on their walk. If your class is to take such a walk the need for planning beforehand could be emphasized by making a map or drawing showing the intended route.

Pages 18-20. Now the children are off on a walk. Soon they arrive at the business district of the town, and become engrossed in the many stores that fill this area. Mr. Little receives a full resume of the many interesting sights the children have observed. After such a walk your children will want to share their experiences among themselves and with others. Pictures or additions to a preliminary map might be made for exhibit for other classes or parents to see.

On your map show recreational facilities, too. Point out the value of such places to the children. Parks, zoos, playgrounds, etc., may add a real contribution to the neighborhood. Make sure that the children realize the real part such things play in the picture of the total neighborhood.

Evaluation: If your children have gained a renewed interest in their own neighborhood and the people and places found therein, they have a good beginning for further study of the neighborhood.

UNIT II. NEIGHBORHOOD HELPERS

FIREMAN JOE, PAGES 21-25; HURRY HOME! PAGES 26-30; THE STORM, PAGES 31-38

Main Ideas: Many people in a community work to keep it safe and operating smoothly. All of us can help. In a crisis, it is easy to see how much help is needed.

Developmental Suggestions: List the several neighborhood helpers—those who keep us safe—those who bring us food—those who make our lives more comfortable, etc.

The children can make posters showing how they can help neighborhood helpers like Fireman Joe.

List ways in which children can help at home and at school.

Pages 21-25. A guest visits the school and gives some valuable advice on fire prevention. He gives the children a chance for the feeling of participation in a fire prevention program. Have some neighborhood helper talk to your class and discuss ways that the children can help him. Stress to the children the need to recognize these neighborhood helpers.

If there is a fire prevention program at this time in your school, the children might be interested in making their own lists of rules that will aid in this program. A visit to a fire station in the vicinity, or a chance to discuss fire rules with a fireman would greatly benefit the children.

Pages 26-30. Sometimes the forces of nature play havoc in a neighborhood. In this section we see how the people of a neighborhood prepare against the onslaught of a storm. Ask the children to think of ways in which their friends and families prepare against a storm. Make a list of the special precautions taken.

Pages 31-38. The storm comes and brings troubles with it. Damage is done, and there is a big clean-up job to do. The people of the neighborhood join in this work. It is a job for town employees, for townsfolk, and even for children. The children may

list ways in which they can help before, during, and after a storm in their neighborhood. Stress co-operation by having children discover school tasks that can be shared.

Have the children collect pictures from magazines and newspapers showing the damage done by various types of storms. Point out to the children that working together in good weather and bad is a sign of neighborliness.

Evaluation: The children should begin to know some of their neighborhood helpers. They should realize that they can be of real help, too, in school, home, and neighborhood.

UNIT III. HOW OUR NEIGHBORHOOD GETS FOOD

THE SURPRISE, PAGES 39-44; TO THE STORE, PAGES 45-49; MORE TO SEE, PAGES 50-54; EATING OUT, PAGES 55-57

Main Ideas: The neighborhood needs many kinds of food. Most of the food is supplied by the grocery store, but other stores are also helpful.

Developmental Suggestions: Let the pupils discuss stores that supply their families with food, where some of the common foods come from, and how food is brought into their neighborhood. Visit a food store and invite food workers in to discuss their work. A play store will correlate with arithmetic and offer a means for developing responsibility, helpfulness, and courtesy.

Pages 39-44. The visit of Jerry's father to the schoolroom emphasizes the need for a bakery in the neighborhood. Children come to realize the interrelation between store and farm, and to appreciate that the bakery uses people who help in many different capacities. Have the children make a simple chart showing how food products are carried from farm to store.

Pages 45-49. Here the children have the opportunity to see the large supermart in action. The small grocery store was viewed

in Unit I. Now the purpose of the larger store can be seen. Working in a play store will illustrate to the children the many types of workers needed.

Pages 50-54. As the children leave the store they see the trucks that are so important to the transportation of foods. When they sum up the information they have gathered they recall the contribution made by the meat market. Attention is called to the value of the specialized store where extra attention and special services are available. Have the children recall any such stores in their neighborhood.

Pages 55-57. The importance of an eating place in the neighborhood is treated in this chapter. The children may enjoy making up small menu cards with food labels cut from magazines and newspapers, and discussing foods they have eaten in a neighborhood restaurant.

Evaluation: The pupils should begin to understand that many people work to provide each different kind of food used in their neighborhood. They should also see that food workers, as all other workers, exchange service for money that is necessary for their daily needs.

UNIT IV. HOW OUR NEIGHBORHOOD GETS CLOTHING AND OTHER THINGS

SANDRA'S NEW DRESS, PAGES 58-60; NEW SOCKS, PAGES 61-63; MORE HELPERS, PAGES 64-67; HOW SHOES ARE MADE, PAGES 68-71

Main Ideas: The neighborhood has stores which supply clothing for all members of the family. There are also services for caring for clothing.

Developmental Suggestions: List places of business in the neighborhood that have something to do with clothing. Is there a clothing factory that can be visited? Discuss ways children can care for their own clothing. Organize a classroom grooming center.

Pages 58-60. Sandra finds it is possible to shop for a birthday dress in her own neighborhood. The children may enjoy dressing paper-doll children in clothes they draw from those on sale in their neighborhood.

Pages 61-63. In search of socks to go with her birthday dress, Sandra visits the local department store. Visiting a local department store or sharing experiences of such visits already made by individual children may be of help.

Pages 64-67. On leaving Green's, the children visit the local shoe repair shop and the laundermat. The children might like the game of describing stores of this type while the other children guess the type of store described.

Emphasize to the children that caring for clothes is a part of neighborhood work, too. Cleaners, repair shops, laundries, etc., are a very important part of the neighborhood picture.

Pages 68-71. The importance of the neighborhood factory in providing work for people and producing goods for use in this and other areas is brought out. A visit to any clothing factory in the vicinity would be valuable for the children. Money as a reward for work can be discussed at this point.

Evaluation: The pupils should begin to understand how many workers are needed to provide clothing. They should also learn that clothing stores, laundries, and shoe repair shops provide a means for earning money to purchase other services.

UNIT V. GOING PLACES IN OUR NEIGHBORHOOD

A RIDE IN A TAXI, PAGES 72-74; FROM PLACE TO PLACE, PAGES 75-81; MOVING AWAY, PAGES 82-88

Main Ideas: In any neighborhood there are many means of transportation. We often take these for granted. It would be well to understand the many ways in which our lives are more comfort-

able and more interesting because of the many means of transportation. Transportation has developed greatly to help the progress of our country.

Developmental Suggestions: Ask the class how many have ridden in taxicabs, buses, streetcars, and other public conveyances.

If there are children in your class whose parents are employed in transportation, have the child tell about the work.

The children may wish to discuss how they and their parents get to shopping centers in the community.

Remind the children that their bicycles, wagons, and scooters are means of transportation.

Make a map or sandtable, as Mrs. Hart's class did, of your community, and indicate means of transportation and main routes.

List the kinds of things that come into your community by bus, truck, train, and airplane.

Perhaps some child in the room has recently moved to your town. He could tell the class of his experiences.

The children may wish to collect pictures showing different means of transportation, and how they have changed as time has passed.

Pages 72-74. The fascinating experience of riding in a taxi is given from Mary's viewpoint. A shoe box with slits through which a strip showing numbers graduating ten cents with each numeral could be drawn to illustrate the taxi meter.

The work of the taxi driver is excellent for relating the service given to the value received. In some situations it is more difficult for the children to view the direct pay-for-work idea.

Pages 75-81. Here the children find that many types of transportation are necessary to carry on the everyday life of any neighborhood. Toy trucks, autos, bicycles, etc., could be brought to school and would add much to appreciation of this chapter.

If your children have been making a neighborhood map they may want to add means of transportation to it at this point. The

children may want to discover how many means of neighborhood transportation they can list. Point out that the children should not forget things such as wagons, bicycles, skates, and scooters.

Pages 82-88. By transportation we move people and things from place to place. Because of modern transportation no distance is too great or too small to be undertaken. The children could view the progress of transportation through pictures of transportation as it was in the past obtained from the library.

If the children are viewing many movies or television programs they might enjoy making lists of the different kinds of transportation they see portrayed in these. If some of these stories portray other times and places the children may enjoy noting the changes between the stories and present transportation.

Evaluation: The children should know that transportation means moving people and things. They should understand the benefits of transportation to their community.

The children may get to know people connected with transportation. They should learn the ways we are dependent upon it for conveying to us the goods and services of everyday living. In preparation for the study of history later on, they can now appreciate that transportation has been important to progress.

UNIT VI. WORKING TOGETHER IN OUR NEIGHBORHOOD

OUR SCHOOL NEEDS HELP, PAGES 89-95; MOTHERS AND FATHERS HELP, PAGES 96-101; THE PLAY, PAGES 102-107

Main Ideas: One way in which people in a neighborhood can work together is to support school activities over and beyond paying taxes. Getting together to support a community enterprise can be fun for the people involved as well as being a help to others.

Developmental Suggestions: Can children think of ways in which townspeople have helped the school in the past? There are probably community projects other than school projects that they know

about. Call attention to instances where school children have helped the community, i.e., clean-up weeks, etc.

Perhaps your school will afford ways in which children can work together on common projects in the classroom to help one another to help the school.

Pages 89-95. The importance of gaining things by working together for their completion is of greatest importance here. Preparation of something for the school as a whole, a set of posters, a mural for display in the hall, or some other such contribution might be encouraged.

Pages 96-101. Point out to the children that service projects can be fun as well as meaningful in results.

Pages 102-107. The children in your class may enjoy working together to give a play for the school or for another class.

The play might be one emphasizing neighborhood helpers as the one given in the story. If you do not wish an elaborate preparation you might plan a pantomime or shadow play.

UNIT VII. OTHER NEIGHBORHOODS

FRED'S NEW NEIGHBORHOOD, PAGES 108-117; BILL GOES FISHING, PAGES 118-127

Main Ideas: There are different kinds of neighborhoods, but in all of them people work together to help one another get food, clothing, shelter, and other things they need. Different neighborhoods may have different geographic features.

Developmental Suggestions: Pupils may summarize the study of their own neighborhood by making a booklet like Fred made. They may make a play about a different neighborhood and present it to another grade. There are many interesting stories of boys and girls who live in neighborhoods that are different. Ask a librarian to provide these for pupils to read and for the teacher to read to pupils.

Pages 108-117. The children might prepare a picture chart showing differences between neighborhoods. Divisions might be homes, stores, churches, schools, playgrounds, etc.

The pictures in this story can be most effective in pointing out changes in locale. Have the children note the bridges, hills, rivers, etc. Have them consider their own neighborhood and think of things that might interest visitors to their area.

Pages 118-127. The children might bring in collections of post cards or pictures from previous trips and describe friends and places seen while on vacation.

Evaluation: The children should have some idea of needs basic to every neighborhood, and an understanding of how they are met differently in different places.

UNIT VIII. OUR HERITAGE

A BIG DAY, PAGES 128-136; SOMETHING NEW, PAGES 137-145

Main Ideas: Voting is a tangible and important part of citizenship. We learn to choose responsible officials by choosing responsible leaders from among our age groups. People of all kinds join together in pride and happiness to set apart the new portion of their school as a place for the development of the children of the neighborhood.

Developmental Suggestions: If voting booths are set up in the school, take the children to see them, if possible, on election day. Ask the children to select from among themselves persons for responsible assignments, making sure that the children choose with qualifications in mind. Election to real tasks that children can complete are preferable to "mock" elections.

Discuss other aspects of citizenship beside voting.

Let the children tell what they think schools are for, and who pays for them. Discuss any project in their own neighborhood

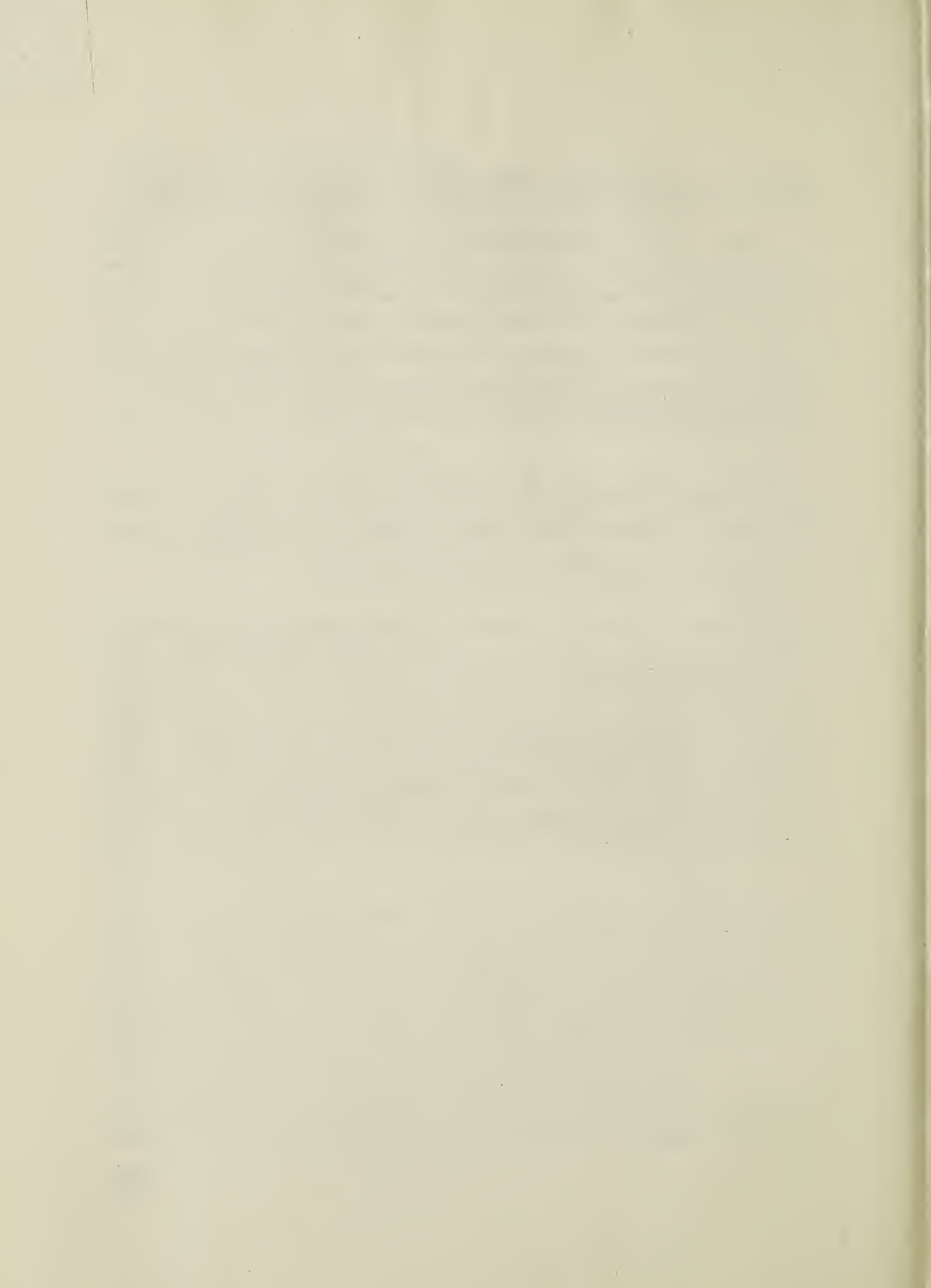
which is supported by taxes. Discuss care of public property. Learn to say the Pledge of Allegiance, and to salute the flag.

Pages 128-136. An election project might be extended for several days, discussing duties of the individual and of those to be elected. An election will thus be more meaningful to the children.

Ask the children to review how they feel the person they are voting for should be chosen. Emphasize qualities needed by the person they are selecting. Review the ways in which adults find out more about candidates; by radio, television, newspapers, personal contact, etc.

Pages 137-145. This is an excellent opportunity to draw together things the children have learned throughout the year. They may wish to discuss ways in which they can make themselves better citizens of their neighborhood and how they can carry these ideas into eventual service in the larger community.

Evaluation: The children should recognize responsible leadership within their own group, and take this into consideration when choosing children for important tasks. They should appreciate the task well done. Pupils should begin to assume some responsibility for the care of their school, their home, and their neighborhood. They should show respect and reverence during prayer, and patriotism in their attitudes toward their flag, as the lessons they have learned in neighborliness spread outward to a consideration of the community.



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